

WiDA Support Examples Across Levels

Level 1-2	Level 3 - 4	Level 5 -6
<p><i>Listening</i> Background building with pictures/illustrations/photos Real world connections</p> <p>Wait time Use simplified, correct language Teacher read aloud in small groups Read alouds with repetition and or/paraphrasing Read alouds with modeling/gestures by teacher Multiple read alouds of same book Think alouds to model process and language TPR- total physical response One step directions Provide graphic organizers to complete with an oral reading Use of illustrations/photos to show understanding</p> <p>Interactive Supports Partners L1 Small group with teacher/adult support</p>	<p><i>Listening</i> Background building with pictures/illustrations/photos Real world connections</p> <p>Wait time Use increasingly complex language, paraphrasing as needed Teacher read alouds in small groups Think alouds to model process and language TPR Acting parts/role play to show understanding Provide graphic organizers to complete with an oral reading</p> <p>Interactive Supports Whole group with scaffolding Small groups Partners</p>	<p><i>Listening</i> Background building Real world connections</p> <p>Model and prompt increasingly difficult academic and grammatically complex varied language about both concrete and abstract topics. Allow minimal errors Provide graphic organizers to complete with an oral reading</p> <p>Interactive Supports Whole group Small groups Partners</p>

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<p>Reading Extensive visual support Build background and make connections to prior learning High quality, age appropriate, lower reading level, content books</p> <p>Pointing gesturing Use props/acting to increase comprehension Songs/chants Big books Pictures/illustrations/posters/charts Word walls/phrases Word/phrase cards with photo or illustration for definition Match illustrations/pictures with words Graphic organizers to show comprehension LEA- language experience approach stories</p> <p>Guided reading- shared, shared to guided, and guided Leveled readers- word/short sentence level with visual support/labels Audio books Sight word books Theme vocabulary books</p> <p>Interactive Supports Teacher-student Small groups Reading with mentor</p>	<p>Reading Build background and make connections to prior learning High quality, age appropriate, lower-reading-level books aligned with content curriculum</p> <p>Graphic organizers Big books Sentence/rhyme completion Pictures/illustrations Phrase/title cards Word/phrase cards with photo or illustration for definition Match illustrations to phrases/sentences LEA- language experience approach stories</p> <p>Guided reading-shared to guided and guided Leveled readers-multiple sentence per pages with visual support/labels/simple headers and other NF features Audio books</p> <p>Interactive Supports Small groups Reading with mentor</p>	<p>Reading Background building Combination of grade-level texts (with scaffolding) and high quality, age-appropriate, lower level reading books aligned with content that provide visual support</p> <p>Graphic organizers Audio books</p> <p>Interactive Supports Guided reading- shared to guided, and guided</p>

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<p><i>Speaking</i> Yes/no questions Pointing at correct answer Wait time Teacher modeling/repeating Provide sentence examples Simple Wh- questions Sentence/rhyme completion Word banks Illustrations Concentrate on meaning rather than correctness T-P-S with guidance and modeling</p> <p>Interactive Supports Small groups with teacher/adult support Partners L1</p>	<p><i>Speaking</i> Wh- questions Modeling/repeating of sentences Sentence starters and frames Word/phrase banks Illustrations/pictures Concentrate on meaning rather than correctness Provide opportunities for extended oral interaction through activities such as reporting and presentations</p> <p>Interactive Supports Whole group with scaffolding T-P-S with guidance Partners Small groups</p>	<p><i>Speaking</i> Discourse level sentence frames and models for high quality academic discourse (“When I _____ I always have fun because _____.”) Insist on increasingly correct and precise language Provide opportunities for extended oral discourse, increasingly inclusive of abstract thought</p> <p>Interactive Supports Whole group Small group Partners</p>

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<p>Writing Draw and label Draw then write Cut, paste, label Alphabet charts Illustrations Charts Displays Word Walls Big Books LEA –language experience approach Graphic organizers Keep simple word journals- word and picture label level Provide sentence examples and models Concentrate on meaning rather than correctness of expression</p> <p>Interactive Supports Partners L1 With mentor</p>	<p>Writing Draw, label and write word/short sentence level Short sentence models Sentence starters/frames Word walls/phrase walls Pictures Charts Displays Graphic organizers LEA Provide opportunities for journaling, report writing, and preparing presentations Provide visually supported sentence-level frames and models for high quality academic discourse (“As a result of the interaction between _____ and _____, ...”) Concentrate on student meaning to a greater extent than correctness of expression</p> <p>Interactive Supports Partners</p>	<p>Writing Charts Displays Word Walls/phrase walls Word journals Provide visually supported sentence-level frames and models for high quality academic discourse (“In accordance with our hypothesis,”) Insist on increasingly correct and precise language</p>